

**STUDENTS' PROBLEMS  
IN GENERATING IDEAS  
TO WRITE THESIS PROPOSAL  
IN SEMINAR PROPOSAL COURSE  
AT UIN SUNAN AMPEL SURABAYA**

**THESIS**

Submitted in partial fulfilment of the requirement for the degree  
of Sarjana Pendidikan (S.Pd) in Teaching English



By:

Rizky Diah Safitri

NIM D95214118

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
UIN SUNAN AMPEL**

**SURABAYA  
2019**

## PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Rizky Diah Safitri  
NIM : D95214118  
Semester : IX (Sembilan)  
Fakultas : Tarbiyah dan Keguruan  
Jurusan/ Prodi : Pendidikan Bahasa/ Pendidikan Bahasa  
Inggris

Dengan ini menyatakan sebenar-benarnya bahwa skripsi yang berjudul **“STUDENTS’ PROBLEMS IN GENERATING IDEAS TO WRITE THESIS PROPOSAL IN SEMINAR PROPOSAL COURSE AT UIN SUNAN AMPEL SURABAYA”** adalah benar-benar hasil karya tulis saya sendiri, Segala materi yang diambil dari karya orang lain hanya digunakan untuk acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Demikian pernyataan ini dibuat dengan sebenar-benarnya. Apabila pernyataan tidak sesuai dengan fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung jawaban sesuai ketentuan dan peraturan yang berlaku.

Surabaya, 13 Februari 2019

Penulis  
  
Rizky Diah Safitri

D95214118

### ADVISOR APPROVAL SHEET

This thesis by Rizky Diah Safitri entitled “Students’ Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya” has been approved by thesis advisor for further approval by the Boards of Examiners.

Surabaya, January 21<sup>st</sup> 2019

Advisor I,



Dr. Siti Asmiyah, M.TESOL  
NIP. 197704142006042003

Advisor II,



M. Syaifudin, M.Ed, Ph.D  
NIP. 197310131997031002

## EXAMINERS APPROVAL SHEET

This thesis by Rizky Diah Safitri entitled "Students' Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya" has been examined on January 25th 2019 and approved by the Board of Examiners

  
Dean,  
Prof. Dr. H. M. Ali Mas'ud, M. Ag., M. Pd.  
NIP. 196301231993031002

Examiners I

  
Drs. Muhtarom, M.Ed. Grad. Dip. TESOL  
196512201992031005

Examiners II

  
Huda Izzati, M. Ed., M. A.  
NIP. 198602252011012012

Examiners III

  
Dr. Siti Asmawati, M. TESOL  
NIP. 197704142006042003

Examiners IV

  
Rizka Safitriani, M. Pd.  
NIP. 198409142009122005



**KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA  
PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpus@uinsby.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Rizky Diah Safitri  
NIM : D95214118  
Fakultas/Jurusan : Tarbiyah dan Keguruan  
E-mail address : Rizkysafitri82@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

☒ Sekripsi ☐ Tesis ☐ Desertasi ☐ Lain-lain (.....)

yang berjudul :

Students' Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara **fulltext** untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau pencipta yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 15 Februari 2019

Penulis

Rizky Diah Safitri  
D95214118

## ABSTRACT

Safitri, Rizky Diah. (2019), *Students' Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Keguruan, Sunan Ampel State Islamic University, Surabaya. Advisor: Dr. Siti Asmiyah M TESOL & Mukhamad Syaifudin, M.Ed, Ph.D

Key words: *Students' Problems, Generating Ideas, Writing Thesis Proposal*

This study focuses on Students' Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya. The questions of this research are 1) What are the students' problems in generating ideas to write thesis proposal in English? 2) How do the lecturer respond to the students problems in generating ideas to write thesis proposal in English?. This is qualitative research. The instruments used questionnaire and interview. The result shows that students have problems in identify gap in previous studies, showing novelty at the proposed research understanding of the theoretical background and concepts related to their research topic, interest and finding the suitable sources that support their research. The result of lecture reponse shows that students' do not have effort to reading and looking for sources to support their research topic.

## ABSTRAK

Safitri, Rizky Diah. (2019), *Students' Problems in Generating Ideas to Write Thesis Proposal in Seminar Proposal Course at UIN Sunan Ampel Surabaya*. Sripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Dr. Siti Asmiyah, M TESOL & Mukhamad Syaifudin, M.Ed, Ph.D.

Kata kunci: *Masalah Siswa, Menghasilkan Ide, Menulis Proposal Skripsi.*

Penelitian ini berfokus pada masalah mahasiswa dalam menghasilkan ide untuk menulis proposal skripsi di mata kuliah seminar proposal skripsi di UIN Sunan Ampel Surabaya. Pertanyaan penelitian ini adalah 1) Apa saja masalah mahasiswa dalam menghasilkan ide untuk menulis proposal penelitian dalam bahasa inggris? 2) Bagaimana tanggapan dosen terhadap masalah mahasiswa dalam menghasilkan ide untuk menulis proposal penelitian dalam bahasa inggris? Hasil dari penelitian ini menunjukkan bahwa mahasiswa mempunyai masalah dalam mengidentifikasi penelitian terdahulu, menunjukkan sesuatu yang baru dalam mengusulkan penelitian, memahami landasan teori dan konsep yang berhubungan dengan topik penelitian mereka serta ketertarikan dan menemukan sumber-sumber yang mendukung penelitian mereka.

## TABLE OF CONTENT

<b>TITLE SHEET.....</b>	<b>i</b>
<b>PERNYATAAN KEASLIAN TULISAN.....</b>	<b>ii</b>
<b>ADVISOR APPROVAL SHEET.....</b>	<b>iii</b>
<b>EXAMINERS APPROVAL SHEET.....</b>	<b>iv</b>
<b>PUBLICATION SHEET.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENT.....</b>	<b>ix</b>
<b>LIST OF FIGURE.....</b>	<b>xii</b>
<b>LIST OF TABLES.....</b>	<b>xiii</b>
<b>LIST OF APPENDIX.....</b>	<b>xiv</b>

### **CHAPTER I : INTRODUCTION**

A. Background of The Study.....	1
B. Research Questions.....	5
C. Objective of The Research.....	5
D. Significance of The Research.....	6
E. Scope and Limitation.....	6
F. Definition of Key Term.....	7

### **CHAPTER II : REVIEW OF RELATED LITERATURE**

A. Review of Related Literature.....	8
1. Definition of Writing.....	8
2. Cognitive Process of Writing.....	8
3. Process Writing.....	10
4. Rhetorical Problem in Writing.....	11
5. Generating Ideas in Writing.....	13
6. Research.....	15
7. Research Problem.....	16



8. Thesis Proposal.....	18
B. Previous Studies.....	18

### **CHAPTER III : RESEARCH METHOD**

A. Research Design.....	22
B. Research Setting.....	22
C. Data and Source of Data.....	22
D. Data Collection Technique.....	23
E. Research Instruments.....	24
F. Data Analysis Technique.....	25

### **CHAPTER IV : RESEARCH FINDING**

A. Findings.....	27
B. Discussions.....	42

### **CHAPTER V : CONCLUSION**

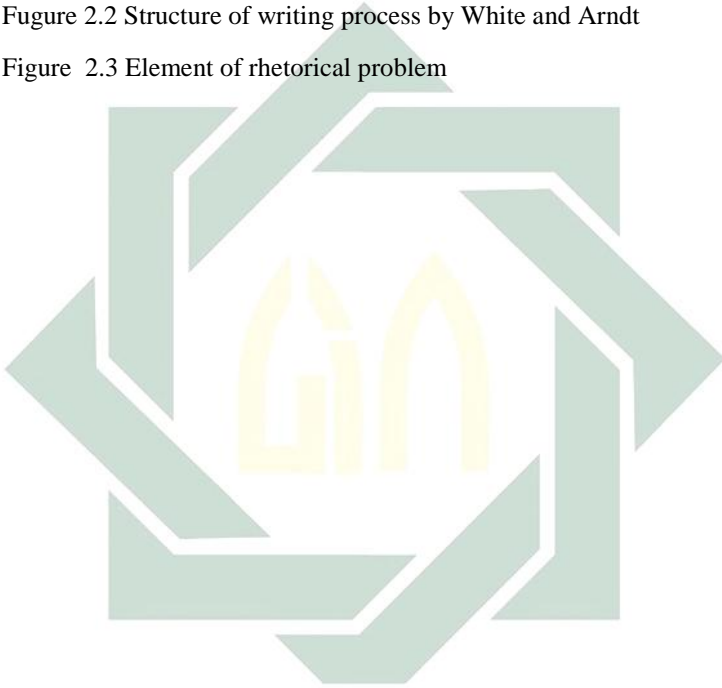
A. Conclusion.....	49
B. Suggestions.....	50

<b>References.....</b>	<b>51</b>
------------------------	-----------

### **Appendices**

## LIST OF FIGURE

Figure	Page
Figure 2.1 Structure of writing model by Linda Flower	11
Figure 2.2 Structure of writing process by White and Arndt	13
Figure 2.3 Element of rhetorical problem	15



## LIST OF TABLES

Table	Page
Table 3.1 Summary of data collection technique	31
Table 4.1 The students problems in generating ideas aspect extending	37
Table 4.2 The students problems in generating ideas aspect connecting	41
Table 4.3 The students problems in generating ideas aspect extending	44

## **LIST OF APPENDICES**

### **Appendix**

1. Kartu Bimbingan
2. Surat Validasi
3. Preliminary Research
4. Questionnaire
5. Interview Guideline for Lecturer
6. The Result of Questionnaire Students Problems in Generating Ideas Aspect Extending
7. The Result of Questionnaire Students Problems in Generating Ideas Aspect Connecting
8. The Result of Questionnaire Students Problems in Generating Ideas Aspect Evaluating
9. The Result of Interview

# CHAPTER I

## INTRODUCTION

This chapter provides an overview of the background of study, research question, objective of the study, significance of the study, scope and limitation and definition of key terms.

### A. Background of Study

In higher education such as English Education Department of UIN Sunan Ampel Surabaya, academic writing is one of the skills students must master. It plays a major role in expressing one's ideas, thoughts, opinions and attitudes.<sup>1</sup> In universities the students receive many lessons related to writing such as paragraph writing, essay writing, argumentative writing, academic writing and thesis seminar proposal writing. These are included in formal writing that require students' to pay attention not only to word choices, grammar, punctuation and also organizing of paragraph but also to the academic style and discourse

As students of English Education Department at UIN Sunan Ampel Surabaya it is such an obligation to learn about academic writing. In particular because to graduate from the university, students' need to write a thesis. The initial yet crucial step in the process of thesis writing is writing thesis proposal. According to Creswell thesis proposal is a plan for research, initiated and developed before the research actually begins.<sup>2</sup> It means that students must have a plan before doing their research.

When students' make a plan for their research, they must go by process writing. The definition of process writing according to Marthen, is a dynamic system involving diverse cognitive

---

<sup>1</sup> Dr.Ibrahim, Mohamed Al Faki, "University students' English writing problems: Diagnosis and remedy" European centre for research training and development UK. Vol.3 , No.3 , pp. 40 -52 , May 2015.40

<sup>2</sup> John W Creswell, *Educational research*, (Pearson: 2012),268.

factors with certain considerations given to working memory.<sup>3</sup> It means when students want to write they must pass the process writing. In process writing they must thinking about kind of topic they want to write or thinking about their words, in order it is suit with their topic.

According to Hayes and Flower process writing consists of three major processes at planning, translating and reviewing. From these major processes, the first and most important thing for the writer is to begin to write gain the topic for their paper. The writer need to go through some processes in order to find the ideas, particularly in planning process. In this process, the student information from the task context at their task and from longterm memory and use them determine the objectives and plan for their writing as a guide for the production of a text.<sup>4</sup>

In planning process, the students need to think about topic that they want to deliver to the reader. In this matter generating ideas is important thing that writer should do in planning process. According to Anabela, generating idea is approach which can help students to predict the type of information they will encounter and will help them interpret the text, as readers will only have to concentrate on what they do not know.<sup>5</sup> This means that the student needs to stimulate their imagination to produce ideas on a particular before they actually write.

During writing thesis proposal, students may have problems in writing. Problem in writing may occur when they are going to write. In other words, they have problem to start to write because they still struggle with ideas, they have problem in generating ideas as the initial step to plan their writing.

Most studies have been content to writing in higher education. Research from Lestari Setyowati, Sony Sukmawan

---

<sup>3</sup> Nathan L Merthens, *Writing Processes Tools and Techniques* ( New York: Nova science publishers, inc, 2010) , 130

<sup>4</sup> Gregg Steinberg, *Cognitive processes in writing* (New Jersey : Lawrence Erlbaum Associates Inc, 1980), 13

<sup>5</sup> Anabela Reis Alves, *Process Writing* (Birmingham : The University of Birmingham, 2009), 6.

and Mohamad Anan Latief found problem that most of students said that writing is the most difficult skill. then to cope this problem the researcher want to apply planning in the writing process to be solution then they found the result that provision of planning is effective to improve students' performance in writing argumentative essay<sup>6</sup>. Any other research by Muhammad Fareed, Almas Ashrof and Muhammad Billal found that the major problems in Pakistani undergraduate ESL learners' writing are insufficient linguistic proficiency (including command over grammar, syntax, and vocabulary), writing anxiety, lack of ideas, reliance on L1 and weak structure organization.<sup>7</sup>

From those studies they focus ways to improve students' writing skill and problem in writing. There are difference between those studies that is research by Lestari Setyowati, Sony Sukmawan and Mohamad Anan they concern that planning writing process used as problem solving in order to cope the students problems who consider that writing is the most difficult skill and the second is research by Muhammad Fareed, Almas Ashrof and Muhammad Bilal concern to give suggestions to improve Pakistani EFL learners writing skill. the focus two research before is also similar with my research that is also about problem in writing but in different way if research from Lestari Setyowati concern planning writing process used as problem solving meanwhile in my research writing process used especially in the part of generating ideas used by students to appear ideas for their research. Therefore Lestari little attention on generating idea beside that research by Muhammad Fareed also to give suggestion to improve Pakistani EFL learners skill and one the finding is lack of ideas meanwhile my research concern on students problems when they want to get ideas for

---

<sup>6</sup> Lestari Setyowati et.al, "Solving Students' problem in writing argumentative essay through the provision of planning". A journal of culture. English Language, Teaching and Literature. Vol. 17 no. 1; July 2017.

<sup>7</sup> Muhammad Fareed et.al, "ESL Learners' writing skills: Problems, Factors and Suggestions". Journal of Education and Social Sciences. Vol. 1 (2): 1, 2016, 81.

their research in writing thesis proposal. From it is indicate that research both of them are not focus yet on generating ideas.

Similar study is also conducted by Fei wen cheng in National Chiayi University. Her study found problem that learners are less capable of generating strong ideas reason, then to help the students to compose more affective argument, this research investigated the effectiveness of one heuristics based on classical rhetoric, statis theory for helping EFL novice writers to develop their reason.<sup>8</sup> The result of the study indicates that participants' essays exhibit considerable gains in the quality and range of reason, particularly , with regards to s shift from minor, less important reason to cogent, reader based ones.<sup>9</sup> Study by Muh Yusuf, in his thesis investigate the students problems in writing research proposal based the result of his analysis it is suggest to the students to read and practice more how to write good research proposal.<sup>10</sup> The last similar study also conduct by Devi Kusetyowati thesis with title "Rhetorical Problem in Background of Research Proposal, A case study of the Eight Semester of Teacher Education Department UIN Sunan Ampel Surabaya". Her research focus to obtain students rhetorical problem writing their background of research proposal. Her research shows that 59% of the participants were considered to be in unusual level of writing anxiety. The dominant problem of students' writing anxiety is problem in write down a background.<sup>11</sup>

Three previous studies which are mentioned earlier have problem writing in different way, but their research still related with my research. The first research from Fei Wen Cheng, she focused to solve problem in generating strong reason when students write argumentative writing. It is similar with research, but in my research more specific to generating ideas to write

---

<sup>8</sup> Fei wen cheng, "Finding Reasons for ESL/EFL Argumentative Writing" The Journal of Asia TEFL. Vol. 7 No.1 pp. 1-27, Spring 2010.1.

<sup>9</sup> Fei wen cheng, "Finding Reasons for ESL/EFL Argumentative Writing"...1

<sup>10</sup> Muh Yusuf, thesis : "Students' Problems in Writing Research Proposal". (Surabaya: UIN Sunan Ampel Surabaya, 2013)

<sup>11</sup> Devi Kusetyowati , thesis : "Rhetorical Problem in background of research proposal writing" (Surabaya: UIN Sunan Ampel Surabaya, 2014)



thesis proposal. The second research also similar with my research, because he also explain about problems in writing research proposal such as problem in methodology, review literature and introduction. My research more focus on problems in generating ideas. The last research from Devi Kusetyowati also explain about problems in writing thesis proposal, but more focus on rhetorical problem. From the previous studies indicates that they have not explored problems in generating idea. Therefore my study was designed explore students problems in generating idea and lecturer respond to the students problems in generating idea to write thesis proposal particularly in an Indonesian higher education context.

The result of this study give some significance. This study will explores problems in generating idea which is face by students' when they write thesis proposal. Therefore this study will make lecturer to concern to help students' who have problems with their idea during writing thesis proposal. Then this study will be explain about lecturer respond to the students' problems, therefore this study give significance for the students' in order they can extend their knowledge about generating idea in writing thesis proposal.

## **B. Research Question**

There are two research question which is needed to answer. The research question are

1. What are the students' problems in generating idea to write thesis proposal in English?
2. How do the lecturer respond to the students' problems in generating idea to write thesis proposal in English?

## **C. Objective of the Study**

There are two objective of this study. The objectives are

1. This research is to know about students problems in generating idea to write thesis proposal in English
2. This research is to know about lecture respond to the students problems in generating idea to write thesis proposal in English

#### **D. Significance of the Research**

##### **1. Practical significance**

###### **a. For lecturer**

The result of this study will give the information to the lecture about problems in writing which is faced by students' when they start writing thesis proposal. From that reason the researcher hope that lecturer can help the students accordingly the lecturer giving respond to the students'.

###### **b. For students**

The result of this study will give the information to the students', about problems which are faced by students' in generating idea to write thesis proposal. In this research will provide lecture respond to the students' problems in generating idea then the respond will useful for students' in order they can evaluating themselves when they have problems to start writing thesis proposal . Then students can learn from that information in order in the future the students can anticipate the problem.

##### **2. Significance for future researcher**

The result of the research are also useful for researchers who want to do research in this field. It means that this research can be the previous study for the researchers who want to do their research related with process in writing.

#### **E. Scope and Limitation**

The scope of this research is thesis proposal. According to Creswell thesis proposal is a plan for a research report, initiated and developed before the research actually begins.

The limitations of this study is on generating ideas in writing thesis proposal. The researcher limits generating idea in process writing based on theory from Linda S Flower and John R Hayes. Their analysis protocols suggested that three main kinds of process were involved: planning, which involved the formulation of goals, and the generation and organization of ideas in order to satisfy those goals, translation, which, as the name implies, involved the translation of ideas into language; and reviewing, which involved reading over the text that the

writer had already written, and editing it so that it satisfied their goals better.<sup>12</sup>

## F. Definition of Key term

This research uses several terms related to the topic study. To avoid the misinterpretation the key terms that are used in this study are defined as follow.

### 1. Problem

According Oxford Dictionary, problem is thing that is difficult to deal with or understand. In this study the problem is a students' difficulties in beginning to generate ideas.

### 2. Generating ideas

Generating ideas is the skill of adding to, extending or connecting given ideas by tapping into prior knowledge or gathered information.<sup>13</sup> In this study generating idea is the process for getting ideas in order that the students can find topic for their thesis proposal

### 3. Thesis proposal

Thesis proposal is a plan for a research report, initiated and developed before the research actually begins.<sup>14</sup> In this study thesis proposal is a plan of research written in English developed by students' English teacher Education Department before doing the conduct research

<sup>12</sup> Roger Beard, et.al., "The Sage Handbook of Writing Development" *English in Education*. Vol. 44 No.2 2010, 49.

<sup>13</sup> M. Zaini Miftah, "Mind mapping: the way to generate and organize ideas". *Anterior Jounal. Edisi khusus*, October 2011, 84.

<sup>14</sup> John W Creswell, *Educational Research*, (Pearson: 2012), 268.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter gives an explanation of theories that support this research covering definition of writing, cognitive process of writing, process writing, rhetorical problem in writing, generating ideas in writing, research, research problem and thesis proposal. Previous studies related to the focus of this research are also presented.

#### **A. Review of Related Literature**

##### **1. Definition of Writing**

According to Alice writing is a process of creating, organizing, writing, and polishing the first step of writing is the process and create ideas, the second step is organize the ideas, the third step is writing a rough draft and the final step is polish your rough draft by editing it and making revision.<sup>15</sup> Other theory from Dawn Sova stated that writing is a powerful tool that can change opinions, clarify or destroy understandings, establish, or disrupt rapport, and make important positive or negative differences in the lives of readers.<sup>16</sup> It means that writing and ideas can not be separated each other and it has a relation, when students want to write they must think about what they want to write, this process is named generating ideas, Therefore writing and generating ideas are related to each other.

##### **2. Cognitive Process of Writing**

Before writing people need to think about the topic of what they want to discuss in their paper. When they want to find the topic they must find about the problem. The problem can be found by doing observation around us or we can read the previous study which is similar with our research. In this matter people's cognitive has an important role when they want to write. In the process

---

<sup>15</sup> Alice Oshima, et.al., *Writing Academic English* (Upper Saddle River : Pearson Education, 2009), 265.

<sup>16</sup> Dawn Sova, *Writing Clearly A Self Teaching Guide* (New Jersey: John Wiley & Sons Inc, 2004) ,210.

model, the major units of analysis are elementary mental processes, such as process of generating ideas.<sup>17</sup> In this model there are three major elements such as the task environment, the writers' long term memory and the writing processes.

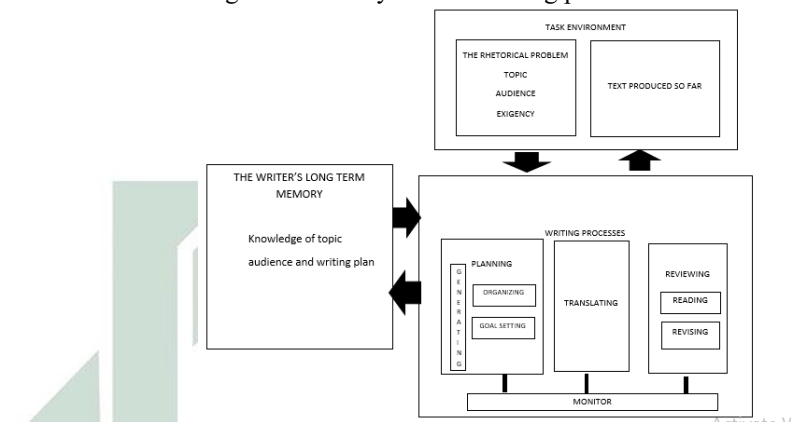


Figure 2.1 Structure of writing model by Linda Flower<sup>18</sup>

The task environment is the writer must have knowledge about what they want to write by analyzing the environment that they want to do research such as by knowing the rhetorical problem (See structure of writing model figure). The second element is the writer's long term memory it is thinking about topic that writer want to write and the third element is writing process, after the writer finding about topic then the writer start to write the content which is related with the topic. In this writing process there are some basic processes of planning, translating, and reviewing which are under control of a monitor. These indicate that three major element at rhetorical problem cognitive process in generating ideas for writing, students may need to consider these elements to better explore ideas

<sup>17</sup> Linda Flower, John R Hayes, "A Cognitive Process Theory of Writing" *College Composition and Communication*, Vol.32, No.4 (Dec,1981),367

<sup>18</sup> Linda Flower et.al, "A Cognitive Theory of Writing". *College Composition and Communication*. Vol.32, No.32, No. 4 (Dec., 1981), 370.

### 3. Process Writing

Process writing is considered as a dynamic system in that diverse cognitive factors are influential with special consideration given to working memory.<sup>19</sup> It may be a more effective method of teaching writing as it helps students to focus on the process of creating text through various stages of generating ideas, drafting, revising and editing.<sup>20</sup> Generating ideas is in the part of process writing, then in process writing it's impossible to work without generating ideas. It means that generating ideas is one of the important part in process writing.

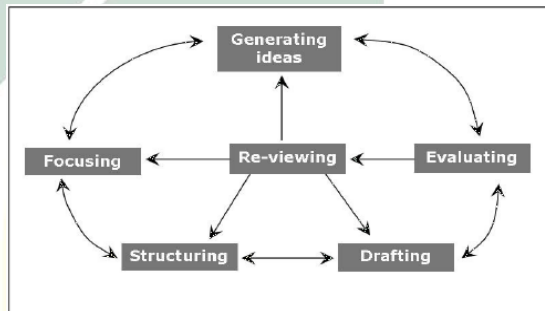


Figure 2.2 Structure of writing process by White and Arndt.<sup>21</sup>

In the figure demonstrate the complex and recursive nature of writing and the interaction between the different operations which may occur simultaneously.<sup>22</sup> From the figure we know that when the writer think during write there are some part of process the first part is generating ideas, during this process the writer force to thinking what they thought and then write in the form of sentences, after that the writer must pass

<sup>19</sup> Nathan L Merthens, *Writing Processes Tools and Techniques* (New York : Nova Science Publisher Inc, 2010), 130

<sup>20</sup> Ana Virginia Ariza Martinez, "The process Writing Approach: An Alternative Students to Guide the students composition", *Universidad Nacional de Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras*, Profile 6 (2005) : 4, 5

<sup>21</sup> White, R, et.al., *Process Writing* (Longman: London and Newyork,1991), 11.

<sup>22</sup> Ana Virginia Ariza Martinez, *The process writing approach: An alternative students to guide the students composition ...* 6

process such as focusing, structuring and the writing draft. The final process is revising and redrafting the paper.

Based on structure of writing model by Flower and Hayes (See figure 2.1 structure of writing model). There are three parts of writing processes, they are planning, translating and reviewing. The planning also consist of three parts that are generating, organizing and goal setting.

- a. Planning: Generating. The function of generating is process is to retrieve information relevant to the writing task from long term memory.<sup>23</sup>
- b. Planning: Organizing. The function of organizing process is to select the most useful of the materials retrieved by generating process and to organize them into a writing plan.
- c. Planning: Goal setting. Some of the materials retrieved by the generating process are not topics to be written about but rather are criteria by which to judge the text.<sup>24</sup>

The second part of writing process is translating. The function of translating process is to take material from memory under the guidance of the writing plan and to transform it into acceptable written English sentences.<sup>25</sup>

The third part of writing process is reviewing, the function of reviewing process is to improve the quality of the written text.<sup>26</sup>

#### 4. Rhetorical problem in writing

Rhetorical problem is a problem faced by the writers where they engage in difficult knowledge transforming operations to adapt what they know to meet the rhetorical goals of, for example, involving and interesting a particular audience.<sup>27</sup> In Academic context such as writing thesis proposal, this Rhetorical

<sup>23</sup> Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing* (New Jersey : Lawrence Erlbaum Associates Inc, 1980) ,13

<sup>24</sup> Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing...* 14

<sup>25</sup> Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing...* 15

<sup>26</sup> Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing...* 17

<sup>27</sup> Devi Kusetyowati, thesis: "Rhetorical problem in background of research proposal", (Surabaya: UIN Sunan Ampel Surabaya), 14.

Problem may appear as students need to transform what they know into topic at their research. This problem may initially appear when they generate ideas.

THE RHETORICAL PROBLEMS	
Elements of the problem	Example
<div>THE RHETORICAL SITUATION</div> Exigency or assignment Audience	“write for seventeen magazine : this is impossible” “someone like myself, but adjusted for twenty years”
<div>THE WRITER'S OWN GOAL</div> Involving the Reader Persona or self Meaning Text	“I’ll change their notion of english teachers....” “I’ll look like an idiot if i say....” “So if i compare those two attitudes...” “First we’ll want an introduction.”

Figure 2.3 Element of the rhetorical problem.<sup>28</sup>

a. Rhetorical Situation

Rhetorical situation is assign to the givens with which a writer must work, namely, the audience and assignment. Lyold Bitzer’s description of this situation as an exigency (e.g., assignment), an audience, and a set of constraints is a good description of what our subjects actually considered or represented to themselves.<sup>29</sup>

b. The Writer’s Own Goals

This is a major part of defining the rhetorical problem then representing one’s own goals. When students generating ideas, they need to consider four groups of this part such as reader, persona, meaning, and text. The first group is reader it means that the writer focused on the effect the writer wants to have on the reader. Based on this theory shows that students must thinking about their reader that is Academic people in Academic context. The second group is persona, according to Linda Flower persona is purpose

<sup>28</sup> Linda Flower, et.al, “Defining a Rhetorical Problem”. *National Council of Teachers of English College Composition and Communication*, Vol. 31, No.1 (Feb., 1980), 24.

<sup>29</sup> Linda Flower, et.al, *Defining a Rhetorical Problem...* 26



writers to represents to themselves involves the relationship they wish to establish with reader.<sup>30</sup> When students generating ideas they must also thinking about their relationship with their reader because the reader is academic people. The third group is meaning, it means that writers develop involves the writer's attempt to build a coherent network of ideas. This part also important for students when they want to generating ideas to write thesis proposal because they must thinking about how their research related with theories and previous studies. The last group is text, it is represent involves the formal or conventional features of a written text.<sup>31</sup> The last group of the written own goals that is also important for the students in generating ideas because when they want to write they must thinking about their text feature is it appropriate use in academic written. Based on the theory of the written own goals this is indicate that four groups such as reader, persona, meaning and text are important thing to concern by students when they generating ideas to write their thesis proposal.

## 5. Generating Ideas in Writing

Generating ideas is the first activity in writing finding topic and something to say about the most challenging and least predictable which is filled with examples, questions, checklist, and visual designed to triggered ideas.<sup>32</sup> Generating ideas is the skill of adding to, extending or connecting given ideas by tapping into prior knowledge or gathered information.<sup>33</sup> Based on that theory, the researcher developed questionnaire to know about problems in generating ideas. The researcher used extending and connecting from that theory and relate it with finding in preliminary research such as topic, gap, theory and source (see table 4.1 and 4.2). Other theory Linda Flower said

<sup>30</sup> Linda Flower, et.al, *Defining a Rhetorical Problem...* 27

<sup>31</sup> Linda Flower, et.al, *Defining a Rhetorical Problem...* 28

<sup>32</sup> X.J Kennedy et.al., *The Bedford Guide for College Writers* (Boston : Bedford/St Martins, 2011),7.

<sup>33</sup> M. Zaini Miftah, "Mind mapping: the way to generate and organize ideas". *Anterior journal*. Edisi khusus, october 2011, 84

that Generating ideas may require evaluation, as may writing sentences and evaluation may force the writer to think up new ideas.<sup>34</sup> The researcher also used theory from Linda Flower to developed the questionnaire. The researcher used evaluation from that theory also relate it with finding in preliminary research such as topic, gap, theory and source (see table 4.3). Generating idea is the important process in order the writer can get the best ideas in their thought then the writer write it on the paper. There are many ways of generating ideas such as the following.

1) Buzz group

This is where students 'buzz' or generate ideas reactions, cues, or opinion quickly and informally<sup>35</sup>. In this ways, teacher ask to the students' to get into groups and quickly come up with reasons for example why people prefer cars to public transport then teacher ask to the students' to make quick note and students' can talk about the contain of their notes.

2) Individuals, pairs, and groups

Here the students think about a topic individually and then discuss it in pairs and then in groups.<sup>36</sup> In this ways teacher ask to the students' to read book then teacher ask them to think the topic individually, then ask them discuss it pairs with their friend beside them the last teacher ask to the students'

3) Whole group discussion

This kind of whole group preparation discussing issues, eliciting and sharing useful words and grammar. In this ways the teacher ask to the students to make some group in order they can discuss their topic and also discuss about suitable words which is included to their topic.

<sup>34</sup> Linda Flower, John R Hayes, "A Cognitive Process Theory of Writing" College Composition and Communication, Vol.32, No.4 (Dec,1981), p.376

<sup>35</sup> Jeremy Harmer, "How to teach writing" (Longman: Pearson education limited,2004),87

<sup>36</sup> Jeremy Harmer, *How to teach writing ...* 87

#### 4) Note making

Students benefit greatly by thinking about how best to note down the ideas they come up with.<sup>37</sup> This is other ways to generate the ideas to write thesis, so students can get the topic by reading a lot of book which is related with the topic that students interest with it, then they note down about ideas that appear and list it in their notebook from that the writer also can select the best idea and choose it become the main topic of their thesis.

#### 5) For and against

Another way of generating ideas, especially where the writing is to be discursive or will consider different arguments, is to generate for and against notes.<sup>38</sup> For example teacher ask to the students' write a composition entitled is tourism good for us? Then teacher ask to the students to make two big groups, the first group think about why tourism is good thing? Then the other groups think about why tourism is bad thing? Then the teacher divide the board into two column a for and againsts column.

### 6. Research

Research is systematic, critical and self-critical enquiry which aims to contribute to the advancement of knowledge and wisdom.<sup>39</sup> Research is a process that simultaneously demands imagination, creativity, discipline, and structure, and needs to be navigated strategically from start to finish.<sup>40</sup> Beside that research also define an academic activity and such the term should be used in a technical sense.<sup>41</sup> From the theories we know that research is process to develop their

---

<sup>37</sup> Jeremy Harmer, *How to teach writing ...* 88

<sup>38</sup> Jeremy Harmer, *How to teach writing ...* 90

<sup>39</sup> Michael Bessy, *Case Study Research in Educational Setting* (Buckingham : Open University Press, 1999), 38

<sup>40</sup> Zina O Leary, *The Essential Guide to Doing Research* (London : Sage Publications, 2004), 18

<sup>41</sup> C.R Khotari, *Research Methodology* (New Delhi : New Age New International Publishers, 2002), 1

knowledge which is related with scope of research which is the purpose is to analyze and solve the problem through certain academic.

## 7. Research Problem

An important aspect in thesis proposal is showing the significance at the research by identifying gap from previous studies in other words gap and previous studies need to clearly indicate research problem. Finding by M Yusuf show that students have problem in writing introduction, review, literature and methodology at their thesis particularly in showing research problem. A research problem, in general, refers to some difficulty which a researcher experiences in the context of either a theoretical or practical situation and wants to obtain a solution for the same.<sup>42</sup> The research problem also related with problems which is confront by students when they generating ideas.

### a. Component of research problems

There are some several components of research problems such as there must be an individual or group which has some difficulty or the problem, second there must be some objective to be attained at , the third there must be alternative means for obtaining the objective on wishes to attain, other component is there must remain some doubt in the mind of a researcher with regard to the selection of alternatives and the last component is there must be some environment to which the difficulty pertains.<sup>43</sup>

### b. Source of Problem

There are three important sources for research problems they are experience, theories and related literature.

#### 1) Experience

Among the most fruitful sources for beginning researchers are their own experience as educational practitioners.<sup>44</sup> This sources is important for the students to know about problem which is happen in the field from

<sup>42</sup> C.R.Khotari, *Research Methodology* (New Delhi: New Age International Limited Publisher, 2004), 24.

<sup>43</sup> C.R.Khotari, *Research Methodology*...25

<sup>44</sup> Donald Ary, et.al., *Introduction to Research in Education* (Canada : Wadsworth Cengage Learning, 2010), 44.

that, they can observe and identify the problem which is important to do research.

## 2) Theories

A theory maybe defined as a set of interrelated statements, principles, and propositions that specify the relationship among variables.<sup>45</sup> The students can find problem for their research through read a lot of theories which is related with kind of research that they want to do.

## 3) Related Literature

Other valuable source of problem is the published literature in students' area of interest, then students will find examples of research problems and the method used to solve it.<sup>46</sup> It means that in order students can find their research problems they must read the previous studies which is related with research that they want to do.

## c. Technique involved in defining problem

Beside that there some technique involved defining a problem such as statement of the problem in a general way, it means that the problem should be stated in a broad general way, keeping in view either some practical concern or some scientific or intellectual interest. The second technique is understanding the nature of the problem, for a better understanding of the nature of the problem involved he can enter into discussion with those who have a good knowledge of the problems. The third technique is surveying the available literature, all available literature concerning the problem at hand must necessarily be surveyed and examined before a definition of the research problem is given. It means that the researcher must looking for theories and sources which is related with problem that they found. The fourth technique is developing the ideas through discussions, discussion concerning a problem often produces useful information. It means that the researcher can develop their research ideas through discussion with their lecture. The last

<sup>45</sup> Donald Ary, et.al., *Introduction to Research in Education*...45

<sup>46</sup> Donald Ary, et.al., *Introduction to Research in Education*...47

technique is rephrasing the research problem, finally the researcher must sit to rephrase the research problem into working proposition.

## 8. Thesis proposal

Thesis proposal is a plan of research report, initiated, and developed before the research actually begin.<sup>47</sup> A proposal can help students to organize ideas that can guide the research process.<sup>48</sup> Thesis proposal is the important thing for students' before they want to do research and writing thesis. In thesis proposal contain about formal description of a plan to investigate the problem. When the writer decided to make plan about research, they must knowing the importance of their research in order their research will be useful for the reader, the next researcher and give the solution about problem which is related with their research. The purpose of proposal is to help an investigator think through all aspects of the study and anticipate the problem.<sup>49</sup>

### B. Previous Studies

There are some several studies related with students problem in generating ideas to write thesis proposal such as article from Lestari Setyowati, Sony Kurniawan and Mohamad Anan Latief with title "Solving the students problems in writing argumentative essay through the provision and planning" This research is focus to give suggestion to improve students' writing skill and problem in writing. The subject of this research is the fourth semester students taking essay writing class. This research using classroom action research design. The students' compositions were measured by using primary trait scoring rubric for argumentative essay.<sup>50</sup> The result shows that the provision of planning is effective to improve the students' performance in writing argumentative essay. The similarity

<sup>47</sup> John W Creswell, *Educational Research*, (Pearson: 2012), 268.

<sup>48</sup> Carol Ellison, *Writing Research Papers*, (New York: Mc Graw Hill Companies, 2010), 17.

<sup>49</sup> John W Creswell, *Educational research...* 268

<sup>50</sup> Lestari Setyowati, et.al., " Solving the students problem in writing argumentative essay through the provision of planning" *A journal of culture , English language , teaching and literature*. Vol.17 no. 1 July 2017, 87.

between their research and my research is talk about planning in the writing process and talk about students' problems in writing. These finding however do not clearly illustrate about generating idea in writing also their research concern on planning format to improve students' writing argumentative essay. Meanwhile my research concern on problems in generating idea in writing thesis proposal.

The second research Journal from Muhammad Fareed, Almas Ashraf and Muhammad Bilal with title "ESL learners writing skills: problems, factors and suggestions" The focus is to give suggestion to improve students' writing skill and problem in writing. The subject of this research is Pakistani English language teachers' and undergraduate ESL learners'. This research use qualitative approach. In this study data were collected through four focus group interview with undergraduate ESL learners and English language teacher which is a group consist of four to six people. After doing research, the researcher find that this study have been categorized into three major areas such as problems in Pakistani undergraduate ESL learners writing second is factors responsible of these writing problems and suggestions to improve ESL learners writing skills.

Finding in major problems in ESL learners writing for instance they agreed that ESL learners lack knowledge of appropriate vocabulary<sup>51</sup> the second is learners also have difficulties in grammar and syntax<sup>52</sup>, the students also have lack of ideas and also the students have difficulties to organize their writing. The second is finding from written samples such as the analysis of ESL learners writing samples revealed a total of 1217 problems in grammar, syntax, vocabulary, spelling, punctuation, word form and word order , spoken expressions, contracted forms, cohesion, repetition of ideas and L1 influence<sup>53</sup>. Other the researcher also find that there are a lot of grammar errors in their

---

<sup>51</sup> Muhammad Fareed et.al, "ESL Learners writing skills: Problems, Factors and Suggestion". Journal of education and social science. Vol. 4(2) : 1,2016,85.

<sup>52</sup> Muhammad Fareed et.al, *ESL Learners writing skills: Problems, Factors and Suggestion...* 85

<sup>53</sup> Muhammad Fareed et.al, *ESL Learners writing skills: Problems, Factors and Suggestion...* 85



written samples, beside that spelling and punctuation errors also find in their written samples. The researcher also find that students use spoken and informal style in their writing. This study also similar with my research which also talk about problem in writing but Their study not only focus on problem but also talk about how to improve learners writing Skills meanwhile in my research talk about problems which is faced by students in Generating idea and also talk about how students do overcome their problem in writing.

The third previous study from Fei Wei Cheng with title “Finding reasons for ESL/EFL argumentative writing” this study also focus on problem in beginning of writing but more concern on generating strong reason in argumentative writing. This research is investigated the effectiveness of one heuristics based on classical rhetoric, statis theory for helping EFL novice writers to develop persuasive reasons in composing argumentative essays. The subject of this research is 18 English major freshmen of 18-19 years old. She used qualitative method on her research. This research used the primary data which is consist of pre or post essays and students responses to an evaluation questionnaire on this heuristics. The result of this study is EFL freshmen can, in appropriate learning context, demonstrate considerable progress in formulative reason. This study also similar with my study, which is also talk ideas but she is focus on background culture and also this study focus to help students generate important to develop their arguments based on the western classical rhetorical theory. Meanwhile my study focus on students’ problem in generating idea in writing thesis proposal.

The fourth research is thesis from Muh Yusuf with title “Students Problems in writing research proposal”. This study also focus on beginning in writing research proposal but more concern on possible causes of the problems in writing research proposal. In this study the researcher choose the fifth semester of English education department student in UIN Sunan Ampel Surabaya as the subject. This research using qualitative research analysis. The researcher used two instruments for instance documentation of student text research proposal, and interview. The result of this study shown that most of students face



problems faced problem in three kind of problems they are in introduction , review, literature and methodology. This study is similar with my research which is explain about problem in writing but there is differences between my research and his research that is he focus on possible causes of the problems in writing which is face by students whereas my research focus on students problem in generating ideas and feedback in writing thesis proposal.

The fifth research is thesis from Devi Kusetyowati with title “Rhetorical problem in background of research proposal writing” the focus of this research is the students’ rhetorical problem writing the background of research proposal. Students’ of the eight semester is the subject of this research. This research using qualitative descriptive as the design of the research. She uses table of checklist based on CARS model by swales. The result of this study shown that all the analyzed background have cyclical schematic structure, it shows that structure is not suitable as the deal schematic structure of background by swales. This research is similar with my research, her research explain about the rhetorical problem and my research talk about generating ideas which is this two included in structure of the writing model but the difference is her research focus on the task environment element meanwhile my research focus on the writing process element.

The previous studies, however do not clearly illustrate about generating idea in writing. One of the objectives of my study is investigate about students’ problems in generating idea in writing thesis proposal, therefore this study will give contribution to the lecture in order they can prepare the strategies or feedback to the students’ which is suitable to overcome their problems. The second of the objectives is this study will be explain about lecture respond to overcome their problems in generating idea in writing. Therefore this study will give knowledge to the students’ about problems in generating idea and how lecture respond about the problem.

## **CHAPTER III**

### **RESEARCH METHOD**

In this chapter, there are descriptions of how the research is done. They include research design, research setting, data and sources of the data, data collection technique, research instrument and data analysis technique

#### **A. Research Design**

The researcher investigates students' problems in generating idea in writing thesis proposal. This research is qualitative. Creswell stated that qualitative research is exploring and understanding the meaning individuals or groups ascribe to social or human problem.<sup>54</sup> This research is qualitative as it describes problems which is faced by students' when they are to look for topic or ideas when they start to write their thesis proposals.

#### **B. Research Setting**

This research was conducted at UIN Sunan Ampel Surabaya. The location is at Jl. Jend. A. Yani 117 Surabaya. The subject of this research is the seventh semester students' who attend seminar thesis proposal class. The data will taken from all of the students' proposals who do seminar thesis proposal.

#### **C. Data and Source of Data**

Based on the first research question, the researcher want to know related students' problems in generating ideas to write thesis proposal. The researcher get the data from students. There are two data get from students first is interview which is used by researcher as preliminary research, then the second data is

---

<sup>54</sup> John W Creswell, *Research Design* (Sage: Sage publications, 2009), 22.

questionnaire. Then based on the second research question, the researcher want to know about lecture respond to the students' problems in generating idea to write thesis proposal. It shows that the data get from lecture. The data get from lecture is interview which is the researcher ask to the lecture about his or her respond toward students' problems in finding research ideas.

#### **D. Data Collection Technique**

In this research, the researcher use questionnaire, interview and classroom observation to answer the research questions

##### **1. Interview**

In this research the researcher used 2 Interview, first for the students' and second for the lecture. Interview for the students' be used as basic data for the researcher to make questionnaire for students' (see appendix 3). After that from the data the researcher can create and develop questionnaire for students. Then interview will be conducted in the free time, this interview is also for lecturer who is teaching seminar proposal course and students for who attend seminar proposal class at the seventh semester of students' English Education Department (see appendix 5).

##### **2. Questionnaire**

The data collection is conducted by using questionnaire to explore the students' problem in generating idea and lecture response to the students' problems in generating idea to write thesis proposal (see appendix 4). This questionnaire will answer by students', this questionnaire will be conducted in the free time of students' teacher class.

Table 3.1 Summary of data collection technique

Research questions	Technique		Source of data	Aspect
	Questionnaire	Interview		
RQ 1	√	√	Students	Students' problems in generating idea to write thesis proposal
RQ 2		√	Lecture	Lecture respond to the students' problem in generating idea to write thesis proposal

## E. Research Instruments

### a. Interview

Interview is a “conversation with a purpose” conducted with a person or group of persons.<sup>55</sup> The researcher will use two interview they are for students' and lecture. Interview for students' conduct to explore about students' problems in finding idea for their thesis proposal such as problems finding resources, finding gap and also anxiety if there is no resources or theory. The use of interviewing the students' is the basic for researcher to create and develop the questionnaire. Then the function itself as a Preliminary. Preliminary steps that is researcher need to consider before their design their studies.<sup>56</sup> Then

<sup>55</sup> Marguerite G.Lodico et.al., *Methods in Educational Research from theory to practice* (San Francisco : A Wiley Imprint, 2010), 119.

<sup>56</sup> John W Creswell, *Educational research*, (Pearson: 2012),14.

Interview for lecture conduct to know about lecture respond to the students' problems in generating idea. The interview conduct after researcher get the data from students' questionnaire. The researcher will ask related with students' problems in generating idea to the lecture which is the purpose itself is to know about lecture respond.

#### **b. Questionnaire**

Questionnaire is the main tool or instrument used to collect data in a descriptive survey research study.<sup>57</sup> Questionnaire is conduct to know about students' problems in generating ideas to write thesis proposal. Questionnaire conduct after the researcher collect the data from interviewing the students' at the seventh semester. Elaborate that the questionnaire was developed after preliminary research, so it is acceptable to use close ended questionnaire. From the data interview the researcher will develop some questions related with students' problems in generating ideas. Before making questionnaire the researcher doing preliminary research interview to know about students problems in generating ideas. The preliminary research as a basic data to develop the questionnaire.

#### **F. Data Analysis Technique**

The researcher gain the data from interview for students as preliminary research then questionnaire for students' and interview for the lecture. According to Creswell, there are six ways to analysis the data. The first is organizing and preparing data for analysis, reading through all data, coding the data, coding process to generate description and themes for analysis, interrelating themes or description and interpreting the meaning of themes or description.<sup>58</sup>

##### **1. Organizing and preparing data**

The researcher transcribing the data from interview for students' as preliminary research.

<sup>57</sup> Marguerite G.Lodico et.al., *Methods in Educational Research from theory to practice* (San Fransisco : A Wiley Imprint, 2010),204.

<sup>58</sup> John W Creswell, *Research Design : Qualitative, Quantitative and Mixed Method Approaches*. (London : Sage Publications, 2014),247.

2. Reading all through data  
The researcher reading the result from preliminary research.
3. Coding the data  
The researcher analyze the result of the data of preliminary research. Then the reseacher make the questionnaire related with students' problems in generating ideas to write proposal, based on the data of preliminary research and theories of generating ideas from journal M. Zaini Miftah and Linda Flower.
4. Coding process to generate description and themes for analysis  
The researcher analyze the result from questionnaire and the researcher classify the problems into three aspect of generating ideas that is Extending, Connecting and Evaluating. After that the researcher make interview guideline for lecturer based on the result of questionnaire.
5. Interrelating themes or description  
After the researcher got the result from questionnaire and interview, the researcher provide the findings through table and description.
6. Interpreting the meaning of themes or description  
The researcher take the conclusion from the findings and compare the finding with information from literature or theories.

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter reports the findings and the discussion of related to the students' problems in generating ideas in writing thesis proposal and lecture response to such students' problems.

#### **A. Findings**

Finding presents the information from research instrument which had been validated in 10 December 2018 by expert lecture from English Education Department. In this research to collect data related with problems in generating ideas to write thesis proposal, the researcher using interview as preliminary research for students, after that from the result the researcher develop it to questionnaire after that the result from questionnaire used by researcher as basic question to interview the lecturer.

Generating ideas related to the skills to extend, connect and evaluate ideas in relation to prior knowledge and information data from questionnaire indicate that students mainly find problems on these three skills at generating ideas particularly on that at identify gap in previous studies, showing novelty at the proposed research understanding of the theoretical background and concepts related to their research topic, interest and finding the suitable sources that support their research topic. Details at the findings are presented below.

#### **1. Students Problems in Generating Ideas to Write Thesis Proposal**

This research was conduct on December 11<sup>st</sup> 2018. The researcher used the questionnaire to know students problems in generating ideas to write thesis proposal. The questionnaire answered by 82 students. Around 22 questions contains in the questionnaire. The questionnaire contain 3 aspects which is based on theory generating ideas. Based on journal M.Zaini Miftah, Generating ideas is the skill of adding to, extending or connecting given ideas by tapping into prior knowledge or gathered into prior knowledge. Beside that the researcher also

used theory from Linda Flower stated that, Generating ideas may require evaluation, as may writing sentences and evaluation may force the writer to think up new ideas.

From the theories, the researcher mark the important thing that is skill of generating ideas from M. Zaini Miftah and Linda Flower theories, they are Extending, Connecting and Evaluating. In each aspects there are also 4 important points related to students difficulties in generating ideas to write thesis proposal. They are topic, gap, theory and source. These points came from the result of preliminary research. It is show that students' have problems in these 4 points. After that the researcher connect between aspect and point related with generating ideas in writing thesis proposal.

This is the result of the questionnaire students' problems in generating ideas to write thesis proposal. The first aspect is extending to topic, gap, theory and source.

Table 4.1 The Students Problems in Generating Ideas Aspect Extending

Aspect s	Point s	Statements	Very easy	Easy	Diff icul t	Very difficul t
Extendi ng	Topic	1. Finding the research ideas which can extend new information about research topic.		15,9 % (13)	75,6 % (62)	8,5% (7)



		2. Extend topic that I found to become my research		24,4 % (20)	67,1 % (55)	8,5% (7)
		3. Reading related with research problems which it makes extend my knowledge to find research topic	3,7% (3)	67,1 % (55)	28 % (23)	1,2% (1)
		4. Extend my research questions which is suit with topic	1,2% (1)	50% (41)	46,3 % (38)	2,4% (2)
	Gap	5. Finding the result of previous study related topic that I want to do research then extend it	3,7% (3)	42,7 % (35)	50 % (41)	3,7% (3)

		to become my research ideas				
	Theor y	6. Finding the theoretical framework which can support and extend my research topic  7. Difficultie s to find new theory which never used by previous study		24,4 % (20)	61 % (50)	14,6% (12)
				11% (9)	69,5 % (57)	19,5% (16)
	Sourc e	8. Determine previous study to become resources to appear research ideas	1,2% (1)	52,4 % (43)	41,5 % (34)	4,9% (4)

Related to problems in generating ideas the main problems faced by students is extending new information about research topic. This is indicated by response to the first statement “Finding the research ideas which can extend new information about research topic” shows that around 7 people (8,5%) choose very difficult. 62 people (75,6%) choose difficult and 13 people (15,9%) choose easy. The second statement “I extend topic that i found to become my research” extending topic particularly get the response as follows 7 people (8,5%) choose very difficult. Then around 55 people (67,1%) choose difficult. Also around 20 people (24,4%) choose easy. This indicate that students in majority have problem in generate novelty at their topic for their English research proposal.

The second problems related to theoretical framework in ways around 75% respondent take the option of very difficult and difficult item to the statement “Finding the theoretical framework which can support and extend my research topic”. Then response to the second statement “Finding new theory which never used by previous study” it shows that 73 respondent (89 %) take the option very difficult and difficult option. From those result we know that many students have problem in showing theoretical background for their research.

The third problems in generating ideas are mention as follows “Finding the result of previous study related topic that i want to do research then develop it to become my research ideas” it shows that 3 people (3,7%) choose very difficult and around 41 people (50%) choose difficult then 35 people (42,7%) easy. The last around 3 people (3,7%) choose very easy. Response to sixth statement “I extend my research questions which is suit with topic” 2 people (2,4%) said its very difficult, 38 people (46,3%) said difficult then 41 people (50%) said its easy and 1 people (1,2%) said its very easy. the seventh statement “ I have difficulties to determine previous study to become resources to appear research ideas” it shows that 4 people (4,9%) feel very difficult and 34 people (41,5%) feel difficult then 43 people (52,4%) said its easy and 1 people (1,2%) said its’ very easy. This result it shows that the result between students who have

difficulties and haven't difficulties evenly divided. It means that a half of them have difficulties in while other do not problem.

The last statement related to extending topic "Reading related with research problems which it makes extend my knowledge to find research topic" based on the result of questionnaire shows that around 24 respondent (29,2%) take the option very difficult and difficult option meanwhile around 58 respondent (70,8%) take the option easy and very easy. This indicate that reading materials related to their research topic and interest does not hinder generation at research ideas for their proposal.

Table 4.2 Students Problems in Generating Ideas to Write Thesis  
Proposal aspect Connecting

Aspects	Point	Statement	Very easy	Easy	Difficult	Very difficult
Connecting	Topic	1. Finding similar topic which is related with topic that I want to do research		57,3 % (47)	37,8 % (31)	4,9% (4)
		2. Finding problems in the field which is related with scope of research	2,4% (2)	46,3 % (38)	45,1 % (37)	6,1% (5)

		3. Finding topic which is suitable with my interest	2,4% (2)	37,8 % (31)	53,7 % (44)	2,4% (2)
	Gap	4. Finding similar topic which is clear to show the difference between my research and previous study	2,4% (2)	42,7 % (35)	52,4 % (43)	2,4% (2)
		5. Choosing research ideas which is related with similar previous studies		37,8 % (31)	59,8 % (49)	2,4% (2)
	Theory	6. Connecting research	1,2% (1)	35,4 % (29)	58,5 % (48)	6,1% (5)

		ideas that I found with theory				
		7. Connecting the problems in the field with theory	2,4% (2)	40,2% (33)	51,2% (42)	7,3% (6)
	Source	8. Finding sources or trust link which is connect with my research ideas		30,5% (25)	56,1% (46)	11% (9)

The second aspect is about connecting ideas which is also contain about point of students problems in generating ideas such as topic, gap, theory and source. Details of the result are described below.

Other main problems related with generating ideas also appear in connecting topic. Around 46 respondent (56,1%) choose option very difficult and difficult to the statement “ Finding topic which is suitable with my interest” then other respondent around 33 people (40,2%) choose option easy and very easy. This point out that students find problems in connecting topic related with their interest to their topic research.

The first problem related to connecting into previous study gap “ Finding similar topic which is clear to show the

difference between my research and previous study ” it shows that 2 people (2,4%) said its very difficult and 43 people (52,4%) said its difficult also 35 people (42,7%) choose easy and the last 2 people (2,4%) choose very easy. The next statement “I choose research ideas which is related with similar previous studies” it shows that 2 (2,4%) people said its’ very difficult and 49 people (59,8%) say its’ difficult also 31 people (37,8%) say its’ easy and no one choose very easy. From two statements before shows that most of students find problem in connecting gap particularly in showing novelty and choosing research ideas between their research and previous studies.

The second problem related with connecting ideas to theory and source “Connecting research ideas that I found with theory” it shows that 5 people (6,1%) choose very difficult and 48 people (58,5%) choose difficult also 29 people (35,4%) said its easy. Next statement “Finding sources or trust link which is connect with my research ideas” it shows that 9 (11%) people feel its’ very difficult, 46 people (56,1%) feel its’ difficult then around 25 people (30,5%) feel its’ easy and 2 people (2,4%) say its’ very easy. The next statement “Connecting the problems in the field with theory” it show that 48 (58,5%) people take the option very difficult and difficult option then 33 people (40,2%) said its easy and 1 people (1,2%) said its’ very easy. From three statements before point out that ordinary students have problems in connecting theory and source especially problems in connecting research ideas and theory which is stated theoretical background they are also finding problem in to find trust sources which is connect with their research.

The fourth problems statement “Finding problems in the field which is related with scope of research ” it shows that 5 people (6,1%) choose very difficult and 37 people (45,1%) choose difficult also 38 people (46,3%) say its’ easy and around 2 people say its’ very easy. Around 35 people (42,7%) choose option very difficult and difficult to the statement “ Finding similar topic which is related with topic that i want to do research ” meanwhile 47 respondent (57,3%) choose option easy. From three statements show that between students who have problem and haven’t problem evenly divided.

Table 4.3 Students Problem in Generating Ideas to Write Thesis  
Proposal aspect Evaluating

Aspects	Points	Statements	Very easy	Easy	Difficult	Very difficult
Evaluating	Topic	1. Evaluating problems that I found in the field as topic that I want to do research		30,5 % (25)	65,9 % (54)	3,7% (3)
		2. Evaluating topic that I found to make sure that there is no exactly research	1,2% (1)	17,1 % (14)	74,4 % (61)	7,3% (6)
	Gap	3. Evaluating similarities and differences between my research and previous study.	1,2% (1)	43,9 % (36)	47,6 % (39)	7,3% (6)
	Theory	4. Evaluating the problems which		24,4 % (20)	72% (59)	3,7% (3)



		occur in the field and also difficult to find theory which is suitable with the problems				
		5. Evaluating research ideas that I found and also difficult to find theory which is suitable with the ideas		22% (18)	69,5% (57)	8,5% (7)
	Source	6. Evaluating sources that I found in book before to become theoretical framework	1,2% (1)	23,2% (19)	68,3% (56)	7,3% (6)

The last aspect is evaluating which is also contain about point of students problems in generating ideas such as topic, gap, theory and source. Finding of the result are describe below

In aspect evaluating topic also become main problem for the students. The first statement “Evaluating problems that i found in the field as topic that i want to do research” shows that 3 people (3,7%) say its’ very difficult and 54 people (65,9%) say its’ difficult then 25 people (30,5%) say its easy. The second statement “Evaluating topic that I found to make sure that there is no exactly research” it shows that 6 people (7,3%) said very difficult and 61 people (74,4%) said difficult then 14 people (17,1%) said easy and the last 1 people (1,2%) said its’ very easy. From those statements indicate that students in majority have problem in evaluating topic particularly showing novelty problems in the field.

The next main problem appear in evaluating gap “Evaluating similarities and differences between my research and previous study” it shows that 6 people (7,3%) said its’ very difficult and 61 people (74,4%) said its difficult also 14 people (17,1%) feels its’ easy and 1 people (1,2%) feel its’ very easy. The second statement related about it “Evaluating print sources that i found in book before to become theoretical framework” shows that 6 people (7,3%) feel its’ very difficult and 56 people (68,3%) said that its difficult meanwhile around 19 people (23,2%) said its easy beside that 1 people (1,2%) said its’ very easy. From the result point out that most of students have problems in evaluating gap especially in evaluating the difference between their research and previous studies and problems in evaluating sources to become theoretical framework.

The third problem related with evaluating theory “Evaluating the problems which occur in the field and also difficult to find theory which is suitable with the problems” it shows that 3 people (3,7 %) feel its’ very difficult and other 59 people (72%) feel its’ difficult also 20 people (2,4%) said its easy and. The next statement is “Evaluating research ideas that i found and also difficult to find theory which is suitable with the ideas” it shows that 7 people feel its’ very difficult also 57 people feel it’s’ difficult meanwhile 18 people feel its’ easy. From the results shows that students in majority also

have problems in evaluating theory especially related with theoretical background.

From the finding shows that students in majority have problem in all aspects at aspect extending most of students have problems in point of topic and theory which is their problems about showing novelty at their topic when they are generating ideas for their research proposal and problem in showing theoretical background for their research. Meanwhile in aspect connecting majority of the students have problems in all of point such as topic, gap, theory, and source. Related with aspect connecting mainly their problem are connecting topic related with their interest to their topic research, connecting gap particularly in showing novelty and choosing research ideas between their research and previous studies for their research proposal, connecting theory and source especially problems in connecting research ideas and theory which is stated theoretical background and finding problem to find trust sources which is connect with their research. The last aspect is evaluating, in this aspect students in majority have problems in all of point their problem about evaluating topic particularly showing novelty problem in the field, evaluating gap especially in evaluating the difference between their research and previous studies, evaluating sources to become theoretical framework and evaluating theory especially related with theoretical background.

#### **1. Lecture Respond to The Students Problems in Generating Ideas to Write Thesis Proposal**

After the researcher collect the data from students' questionnaire. The researcher identify about which statement among statement in the questionnaire which is become the most problems. Based on questionnaire the researcher pick 12 statement which is become the most problems for majority of students. From 12 statement of the questionnaire the researcher ask to the lecture who teach thesis proposal in 7th semester about her respond toward students problems in generating ideas to write thesis proposal. This is the result of lecture respond to the students' problems in generating ideas.

Based on the finding shows that students in majority have problems in showing novelty at their topic when they are generating ideas for their thesis proposal this is further confirm by lecturer who said that their topic have no significant difference with previous studies which is support by lecturer statement *"Each year the students topic show that there are no significant different only one or two students want to update and out from topic which is provide in digital library of Uinsa so there are problems in topic that is quite similar with previous research in digital library of Uinsa"*

Beside that based on finding also found that most of the students also have problem in showing theoretical background for their research proposal this problem respond by lecture who said that there is no reason related with showing theoretical background because they can easily access resource from library. This statement support by lecture statement *"There is no reason related with difficulties to access resource in internet because library buy and custom thousand e-book and e-journal although if they are not looking for sources in library, they can looking for source in "Perpustakaan Nasional" its free. After that students effort are determine to looking for source for their thesis"*

The next problem is connecting topic related with their interest to their topic research. This problem also confirm by lecture who said that students must know their interest by reading book a lot this support by lecture statement *"Are they know about their own interest? Then they have not put effort to read related with their interest"*

Most of students also have problems related with finding problem in connecting gap particularly in showing novelty and choosing research ideas for their research. This problem also answered by lecture who said that its depend with students effort to read and related with source they can access easily. This support by lecture statement *"The problems is they want to read or not, related with resources its' easy to looking for it. Similarities happen because of students' perception such as they want looking for their research theory but they refer their whole title which actually the title consist of variable. They must put a lot of effort to read"*

*and looking for resources". The lecture also add that students must read a lot of journal and book to get the ideas. This support by statement "I am sure that if they read a lot of journal and book they can get ideas so that read is triggering to get ideas".*

Other respond to the students problems in generating ideas about connecting theory and source especially problems in connecting research ideas and theory which is stated theoretical background they are also finding problem in to find trust link sources which is connect with their research then lecture suggest that in order students do not lazy to read. This support by lecture statement *"Appear research ideas and don't be lazy to read"* the lecture also add related with connecting problems in the field with theory who said that students must looking for problem in field first before looking for theory this support by statement *"Research based problems, Actually they must looking for problems in the field then looking for theory not the opposite"* and related with problem in finding trust link sources which is connect with their research lecture said that students can access anything in library this support by statement *" In the library they can access anything which is custom by library, also there is "Perpustakaan Nasional" which they can use it for free or other link in internet if they want to looking for free link. Actually if students want to do it there are also way to get it"*

In aspect evaluating most of students also have problem in evaluating topic particularly in showing novelty problems in the field this statement respond by lecture who said that evaluation itself also step to do research this support by statement *"Exactly the evaluation itself is step to do research why they must evaluate first? If that is problem and important to do research they must doing research"* other problems related with evaluating gap and evaluating theory especially in evaluating the difference between their research and previous studies and showing theoretical background beside that most of students have problem in evaluating print sources to become theoretical framework for their thesis proposal. The lecturer response to the problem is students must maximize their assignment in thesis proposal seminar course that is read

book and journal which is determine by lecture this support by statement *“Students must read journal and book which related with their research and in thesis seminar proposal class there is assignment that is read book and journal minimum that they must read and i think students are not using maximum related about it”* lecture also repond to the problem in evaluating print sources who said that students must looking sources from e-book if they dont find print sources this statement support by statement *“If print sources they have difficulties, they must looking for e-book sources. If there is e-book sources why they must looking for print sources? Because of print book is expensive so in the library if they have fund 100 million, so 50 million for buy print book and just get some of books meanwhile e-book get a lot of them and in the future will apply paperless so buy e-book is more effective”*

Based on the result interview to the lecture mainly shows that, students' have problems in aspect Extending, Connecting and Evaluating to the topic, gap, theory and source because they less effort to read. Other problems mention that, students' are not sure about their interest and they are also less effort to look for sources for their research ideas.

## **B. Discussion**

In this part, the researcher discuss finding about students problem in generating ideas to write thesis proposal and lecture respond to the students problems in generating ideas to write thesis proposal and connect it with theory in chapter II and previous studies.

### **1. Students Problems in Generating Ideas to Write Thesis Proposal**

According to C.R Khotari, he explain about some techniques that involved in defining a research problem, generating ideas technique of statement of the problem in a general way, it means that the problem should be stated in a broad general way, keeping in view either some practical concern or some scientific or

intellectual interest.<sup>59</sup> But this statement different with the finding of this research. The finding shows that most of students have problems in connecting topic related with their interest to their topic research. This indicates that finding contrast with theory earlier and shows that students have problems in generating ideas to write thesis proposal because they are not sure about their intellectual interest.

Other theories from C.R Khotari he mention about component of research problem said that there must be alternative means for obtaining the objective on wishes to attained at.<sup>60</sup> From the theories stated about alternative which is also mean novelty. This statement also support by finding that students have problem in aspect extending which is showing that majority of students have problem in showing novelty at their topic when they are generating ideas for their research proposal beside that problem also occur in aspect connecting gap particularly in showing novelty and choosing research ideas between their research and previous studies. Other problem also occur in aspect evaluating, they are evaluating topic particularly showing novelty problems in the field then other problem also happen in evaluating gap especially evaluating the difference between their research and previous studies. This indicate that students have problems in generating ideas in all aspect this is happen because most of the students don't understanding their nature problem that they found in previous studies.

Theories from C.R Khotari also explain about technique involved in defining problem, he mention that surveying the available literature, its about students must be well conversant with relevant theories in the field, reports, and record as also all other relevant

---

<sup>59</sup> C.R.Khotari, *Research Methodology* (New Delhi : New Age International Limited Publisher, 2004), 25

<sup>60</sup> C.R Khotari, *Research Methodology*...25



literature.<sup>61</sup> This support by finding of this research which is mention that they have problem in aspect extending, connecting and evaluating. In aspect extending they have problem in showing theoretical background for their research then in aspect surveying they have problems in connecting research ideas and theory which stated theoretical background and finding problem in to find trust sources which is connect with their research. In aspect evaluating they have problems in evaluating theory especially related with theoretical background. From that we can take the conclusion that majority of the students have problems in surveying the available literature which is causing problems in generating ideas to write their thesis proposal.

Some several studies related with students problems in writing such as article from Lestari Setyowati, Sony Kurniawan and Mohamad Anan Latief, their research to find out how different planning formats can improve EFL students writing performance in argumentative essay. They found that provision of planning is effective to improve students performance in writing argumentative essay. This statement related with theory from Flower and Hayes they mention that organizing process is to select the most useful of the materials retrived by generating process and to organize them into writing plan.<sup>62</sup> This indicates that Lestari Setyowati can solve the students problem through organizing process. Their finding contrast with my research because they more focus on organizing process. Although have different focus with my research it is still related each other because generating ideas and organizing process are include in writing process. Based on the finding of this majority of the students have problems such as they don't have effort to read a lot

---

<sup>61</sup> C.R.Khotari, *Research Methodology*...25

<sup>62</sup> Lee W Gregg, Erwin Ray Steinberg, *Cognitive Processes in Writing*... 14



related with their research such as read about previous studies which is similar with their research

Other previous studies also conduct by Muhammad Fareed, Alman Ashraf and Muhammad Bilal, they also focus to give suggestion to improve students writing skill and problem in writing. they found that ESL learners lack knowledge of appropriate vocabulary, grammar and syntax , they also have lack ideas and have difficulties to organize their writing. Based on their finding similar with my research that is problems of lack ideas but finding in my research related with lack of ideas more specific than their research finding. This indicate that finding of this research related with problem in lack of ideas more detail than their research.

Study from Fei Wei Cheng discuss about problem in generating strong reason in argumentative reading and she found that EFL freshmen can in appropriate learning context, demonstrate considerable progress in formulative reason. The focus of the research generating strong reason this is related with my research because Fei want to solve problem in generating strong reason when students write argumentative writing and my research more specific to generating ideas to write thesis proposal.

Thesis from Muh Yusuf also focus on beginning in writing research proposal but more concern on possible causes of the problems in writing research proposal. His study found that students have problems in introduction, review, literature and methodology. His finding contrast with my research if he found problems in some part of proposal meanwhile in this research focus on students problem to find topic for their thesis proposal. This indicate that finding of this research add the finding of problems in writing thesis proposal which is mentioned by Muh Yusuf that problems in writing thesis proposal are not only in writing introduction,

review of literature and methodology but also they have problem in finding their research ideas.

The last research from Devi Kusetyowati, she focus on students in rhetorical problem writing the background of research proposal. she found that all the analyzed background have cyclical schematic structure, it shows that structure is not suitable as the deal schematic structure background by swales. Her focus also similar with my research that both research focus on students problems in writing thesis proposal but in different way she focus only on rhetorical problem and my research focus on problems in generating ideas. This indicate that this research also showing novelty in problems writing thesis proposal. Her finding also contrast with my research which is found problem in generating ideas such as students have problems in showing novelty at their topic and

## 2. Lecture Respond to The Students Problems in Generating Ideas

From the finding shows that respond to the student problems in aspect extending particularly in point of topic is many students have similar topic with previous study and just some of them who have different topic with previous study then in point of theory lecture respond to the students is they must looking for sources such as in library they can access free e-book or journal which is related with their research also they must have effort to read. This also related with theory from Jeremy Harmer about ways in generating ideas one of them is individuals, pairs and groups which is stated that students must read book then teacher ask them to think the topic individually, then ask them to discuss it pairs with their friend beside them the last teacher ask to the students'.<sup>63</sup> From the theory it is indicate that students have problems in generating ideas because they have less effort to read book.

---

<sup>63</sup> Jeremy Harmer, *How to teach writing...* 87

Based finding in aspect connecting the lecture respond to the students especially in point of topic is students must have effort to read a lot related with their interest of their research. This respond related with theory from Jeremy Harmer which is explain about ways in generating ideas and one of them related about that is note making, by reading a lot of book then they note down about ideas that appear and list it in their notebook.

Then lecture respond related point of gap is students must read a lot of journal and book also they must maximize to do their assignment that is read book and journal which is the number that they must read determine by lecturer. Beside that lecture respond related with connecting theory is if there is they must appear ideas first or find problems in the field first then looking for theory. Both of respond also related with Jeremy Harmer theory, he mention that where the writing is to be discursive or will consider different arguments, is to generate for and against notes.<sup>64</sup> The last is lecture respond related with connecting source is library provide many source which is already buy and custom by university then students can access anything from that or if they are not looking for in library they can access trust link which is free on internet. This respond also related with theory from C.R Khotary he mention that all available literature concerning the problem at hand must necessarily be surveyed and examined before a definition the research problem given.<sup>65</sup>

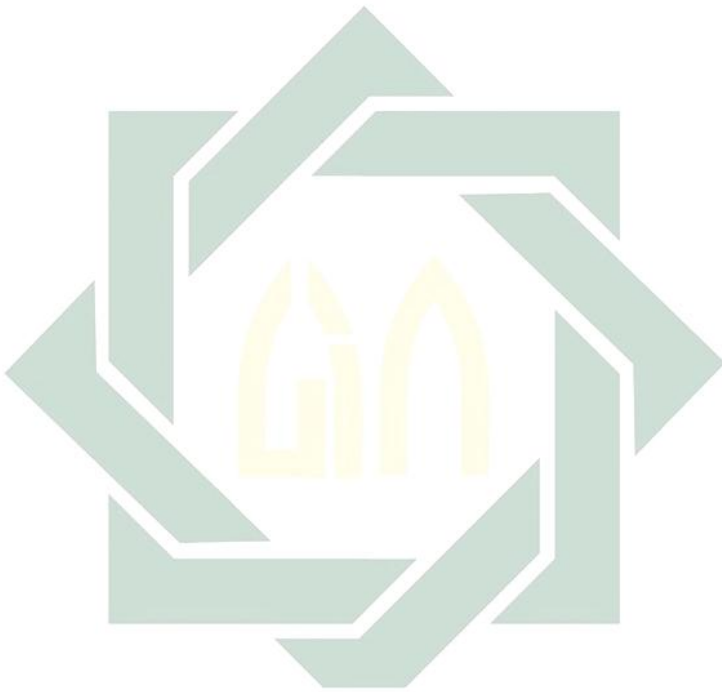
The last is finding in aspect evaluate, lecture respond to the students problems in point of topic is students always have difficulties if they are not want to do something. Meanwhile lecture respond to the

---

<sup>64</sup> Jeremy Harmer, *How to teach Writing...* 90

<sup>65</sup> C.R Khotari, *Research Methodology...* 28

students problems in point of source is if students are not find print book as their resource they must looking for e-book.



## **CHAPTER V**

### **CONCLUSION**

In this chapter presents the conclusion that summarizes the result of the study that has been explained the chapter IV which is about students problems in generating ideas in writing proposal and lecture respond to the students problems in generating ideas to write thesis proposal.

#### **A. Conclusion**

Based on the finding shows that majority of students have problems in every aspect such as extending, connecting and evaluating. In aspect extending related with topic most of students said that they have difficulties to extend topic that they found to become their research then related with theory they said that they have problems to find the theoretical framework which can support and extend their research topic and also difficulties to find new theory which never used by previous study.

In aspect connecting topic, they have problem to find topic which is suitable with students' interest. Other problems which is confront by most students related with connecting gap is difficulties to find similar topic which is clear to show the difference between students research and previous research then difficulties to choose research ideas which is related with similar previous study. Beside that problems in connecting theory most of student said that they have difficulties to connect research ideas with theory and problems in the field with theory. The last problem related with connecting source is problems to find sources or trust link which is connected with research ideas

Students problems in evaluating topic is evaluate problems in the field as their topic and evaluate topic that they found to make sure that there is no exactly research. The last aspect related with problem in evaluating source is evaluate source before to become theoretical framework.

From the problems shows that students' have problem in generating ideas in aspect extending, connecting and evaluating to topic, gap, theory and source. Based on the data from interviewing lecturer, this problems appear because students less effort to read, when they want to appear their research ideas. They also less effort to look for sources for their research ideas. Other respond from lecturer said that students are not sure about their interest. Therefore students must increase their effort to read and look for sources for their research ideas.

#### B. Suggestions

After doing research about students problems in generating ideas to write thesis proposal, the researcher give some suggestion to the English Education Department students and further researcher.

##### 1. English Education Department Students

After the researcher know the finding about students' problems in generating ideas to write thesis proposal. Most of them have problems in generating ideas because of they less effort in reading and lazy to find source to support their research topic. From that result the researcher hope in the future English Education Department Students especially who want to do writing thesis, they must read a lot of book and journal and diligent to looking for sources which is support their research.

##### 2. Further research

There are still a little bit researcher who to do research related with generating ideas. Therefore they can continue this study with using different aspect such as adding in speaking, listening, reading and writing but in different way.

## References

Dr.Ibrahim, Mohamed Al Faki, "University students' English writing problems: Diagnosis and remedy". European centre for research training and development UK. Vol.3 , No.3 , pp. 40 -52 , May 2015. 40.

Cresswel. John W, *Educational research* Pearson, 2012

Merthens, Nathan L, *Writing Processes Tools and Techniques*. New York: Nova science publishers inc, 2010.

Steinberg, Gregg , *Cognitive processes in writing*. New Jersey : Lawrence Erlbaum Associates Inc, 1980.

Reis Alves ,Anabela, "Process Writing".Birmingham : The University of Birmingham, 2009

Karl-heinz , Pogner, Ed, "More About Writing" *Odense working papers in language and communication*. OWPLC 6:83-114, 98

Setyowati, Lestari et.al, "Solving Students' problem in writing argumentative essay through the provision of planning". A journal of culture. English Language, Teaching and Literature. Vol. 17 no. 1;July 2017.

Fareed ,Muhammad et.al., "ESL Learners writing skills: Problems, Factors and Suggestion". Journal of education and social science. Vol. 4(2) : 1, 2016.

Flower, Linda et.al, "Defining a Rhetorical Problem". National Council of Teachers of English College Composition and Communication, Vol. 31, No.1 (Feb., 1980)

Wen cheng , Fei, " Finding Reasons for ESL/EFL Argumentative Writing". The Journal of Asia TEFL. Vol. 7 No. 1 pp. 1-27, Spring 2010, 1

Miftah, M. Zaini. 2011. "Mind mapping: the way to generate and organize ideas" *Anterior journal*. Edisi khusus, oktober 2011, 84

Flower, Linda , Hayes John R. 1981 "A Cognitive Process Theory of Writing" *College Composition and Communication*, Vol.32, No.4 (Dec,1981),367

Merthens, Nathan L. *Writing Processes Tools and Techniques*. New York : Nova Science Publisher Inc,2010.

Martinez, Ana Virginia Ariza, "The process Writing Approach: An Alternative Students to Guide the students composition", *Universidad Nacional de Colombia, Facultad de Ciencias Humanas, Departamento de Lenguas Extranjeras*, Profile 6 (2005) : 4, 5

Marguerite G.Lodico et.al., *Methods in Educational Research from theory to practice* (San Fransisco : A Wiley Imprint, 2010),204

Nunan, David. *Research Methods in Language Learning*. Cambridge : Cambridge University Press, 1992.

Bessy, Michael. *Case Study Reseach in Educational Setting*. Buckingham : Open University Press, 1999.

Leary, Zina O Leary.*The Essential Guide to Doing Research* London : Sage Publications, 2004.

Khotari, C.R. *Research Methodology*. New Delhi : New Age New International Publishers, 2002.

Ary, Donald, et.al., *Introduction to Research in Education*. Canada : Wadsworth Cengage Learning.



